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7. The teacher should have excellent taste in all the modes of expression; should follow constantly the great fundamental law of ease; should be able to discriminate between the intrinsic expression of thought and the mere imitation or copying of forms of expression.

8. Every teacher should appreciate the pedagogical benefits of music; should bring it in whenever needed.

9. However unskillful the teacher may be in any mode of expression, he should at least indorse highly and strongly that mode of expression as a potent means of education.

NOTE.—If thirty teachers in the school should join heartily in the teaching of penmanship in the best possible way, and the thirty-first teacher should be indifferent to the teaching of writing, it would be impossible to have the best writing in the school, for pupils will, as a rule, unconsciously indorse the teacher allowing poor work.

VIII. Child Study.

1. The greatest good that can possibly come out of the united study of the faculty is the presentation by teachers of thorough, careful, and scientific studies of individual pupils.

2. When several teachers are teaching the same pupils, a comparison of notes concerning individuals is of great value.

3. Physical defects should be discovered as soon as possible.

4. Mental diseases induced by wrong education should be thoroughly diagnosed and then discussed by the faculty.

5. The motives of pupils should receive the most thoughtful attention.

6. The invariable rule is that the better you understand a pupil, the better you are able to teach him. Each member of the faculty studies a pupil from a personal standpoint; thus the opinions of all furnish the best basis for a correct diagnosis.

IX. Pedagogical contributions of each teacher.

1. Each teacher is in his laboratory (class-room) day by day, constantly studying, examining, inspecting, watching the movements of his pupils, constantly preparing lessons and determining their outcome. He must, therefore, make continual discoveries, discoveries of principles, of methods, of details.

2. No teacher can teach a day without making observations which are of intrinsic value to all the faculty.

3. It follows, then, that each teacher should form a habit of contributing all he knows to the whole faculty in the faculty meetings or in private conversations.

Psychology

Francis W. Parker

Students are again reminded that the study of psychology demands persistent, careful, and prolonged examination of the facts in consciousness. Hitherto we have studied, with some degree of success, the world external to consciousness. Now has come the time, if we are able, to study our internal invisible world, the mind.

The beginnings of psychology are to most persons obscure and confusing. It is a long and very important step from the observation of external objects to the perception of subject-objects, or images. Such study requires steadiness of will, re-

liance on self, and perseverance through obscurity to clearness.

The purpose in the beginning is to give students many points from which to start investigations—points adapted to the abilities of different students. It is not necessary for every student to pursue the same line; in fact, it is well for each student to pursue the line that appeals to her, and then contribute the results for the good of the whole class.

Read carefully over again the "Suggestions," Vol. I, No. 1, COURSE OF STUDY, and "Suggestions," Vol. I, No. 2. Hold your-

self in readiness to answer questions such as the following:

How many and what lines of investigation have you followed?

What inferences have you made? State the facts from which you draw the inferences. Images acquired outside of school study? Images acquired in school? Of which have you the more? Which are the more valuable? What is the test of the value of an image? Is an image knowledge? Why? Why not? What is the conscious basis of all description? Describe experiences. Describe a book you have read. Take each study you have pursued in school—geography, history, etc.—and ascertain what remains to you of each study. What part of the knowledge you have acquired consists of images? If you have no images of a subject, for instance, an epoch of history, what knowledge have you of that epoch?

What are the external causes of images?—visual, auditory, tactile, motor.

Classify objects in relation to their effect upon consciousness.

What is reading?

What experiments have you tried in order to ascertain what goes on in consciousness when you read?

What is the function of a word? Experiments? Of a sentence?

What is the difference between the func-

tion of a word and the function of a sentence?

What happens in consciousness when a word is learned?

Hold images in consciousness and make many experiments with them.

Recall what happened when you were holding images.

State any external means by which you were assisted in holding images.

Holding images assisted by the action of external objects is ATTENTION.

There are three modes of attention named by the action of different classes of objects. What are they? Define each mode.

Can you hold images without the direct and immediate action of external objects? Experiment.

What goes on in consciousness when you analyze an object?

Recall your daily lessons and note what changes have come about in your minds.

Pedagogics

Make a special study of IX, "The Recitation," Vol. I, No. 1, p. 24. Take the syllabus sentence by sentence, and verify or reject. Be ready to give reasons why. If the statements seem true to you, realize them in your classes. A frank statement of ignorance may require courage, but such a statement would assist all your classmates. How?

Class Notes on Psychology

Taken by Angeline Loesch

Division I

T stands for the Teacher, Colonel Parker—C for the Class.

T. The laboratory for Psychology is your own mind, i. e., consciousness. Try an experiment. Think of the house you first lived in. How many have had an experience? Describe it.

C. I could see a broad hall with a staircase. I could see a small, brown painted house set in among the trees.

T. "I see" means that I am conscious of something. That something of which I am conscious is in my consciousness.

Experiment: Ink-bottle held up before the class.

T. What is happening now?